

Indiana Principal Leadership Academy
Group 44 – October 7, 2008
Tara Rinehart – “RTI”
Notes from carousel-walk

Data Based Decision Making:

- All teachers are on an Instructional Data Team
- NWEA
- Using NWEA DesCartes Continuum to form differentiated group and driving instruction.
- Implementation of SSP (Student Success Program)
- Data Dashboards
- Data-based decision making
- Quarterly assessments to guide remediation practices.
- Interventionists meet every 3 weeks to review NWEA/DIBELS data to look at student academic progress/needs.
- Analyze data as a GL based on monthly benchmarks.
- Team Data Meetings; scheduled during the day.
- Teacher Assistance Teams (TAT – groups of teachers who meet to brainstorm interventions.)
- Data Teams meeting at least 1/month (grade level)
- Mapping
- Providing time to analyze data
- Analyze NWEA, SIMPLE 6, DIBELS, & ISTEP to make instructional decisions.
- Common Assessment Teams (meet 2x a month)
 1. develop a common assessment
 2. Report data – make decisions regarding instruction.
- Common Formative Assessments
- Data Teams
- Common Assessments – Triangulation of data
- Meeting weekly with grade level teachers to discuss student data, RTI and individual student needs.
- Data Based Decisions
 1. Systems changes and Tier 2 interventions based on data, i.e. Michael Heggerty program based on Dibels results.
- Weekly collaboration student evidence data analysis
- Data Wall: every classroom teacher puts students on the wall based on the student performance on common assessments.
- Data Teams build into contract day.
- Revising school improvement plan
- Team meetings to disaggregate and discuss data.
- Child Study Meetings: teachers or parents highlight data kept to show what tier a child needs support.
- Data: 3rd Tuesday of every month is dedicated to data analysis.
- Data: identifying high ability students in every subject area.

- Using data from NWEA:
 1. scheduling class
 2. extra class: reading skills, math skills
 3. differentiated instruction
 4. ID – high ability.
- Data Walls: monthly grade level meetings to analyze student data (literacy)
- Common monthly pre/post assessments based on common curriculum calendar. Results are used with other assessments to identify intervention groups.

Cultural Responsivity:

- PBS
- Cultural Competency: Our district has a group that meets monthly to discuss the needs of minority students & if they are being met.
- Glen Singleton's Courageous Conversations as a PLC.
- We have ELL coordinator in the building who also tutors after school.
- Cultural Competency: review of books, texts, activities.
- Latino Family
- Support Groups
- Using translators for translating written documents and in conferences or parent meetings.
- Instituting new anti-bullying program.

Leadership:

- Me as a principal
- Building based teams
- Student leadership development
- Team leaders being utilized more often
- Communicate SIP to all stakeholders.
- Regular principal meetings with superintendent
- District wide vision based on what's best for kids.
- Asst. Principal serving as the literacy coach and peer mentor for classroom teachers. Principal evaluates so Asst. maintains "Coach" relationship.
- Literacy coaches: meet weekly with k-3 teachers to model, observe, coach, and provide PD.
- Shared leadership – teacher leaders.
- Principal data teams
- Mentoring of new teacher workshops.
- Use staff leaders to present staff development on best practices in assessment and literacy.
- Giving teachers daily collaborative planning time.
- RTI team that helps at meetings and professional development.
 1. Special Ed teacher, Literacy Specialist
 2. Counselor, Gen Ed Teacher
 3. Principal
- Our new superintendent has built and developed our district administration team...we have a book club...where each month we read a book, meet at one of

- the district schools and discuss the book, and implications for change and look at the data for that school.
- Literacy & Math: curriculum leaders work with grade level team leaders.
 - Maintaining effective school discipline.
 - Teaming 9th graders
 - Mentoring program for people who are interfacing in leadership roles.
 - Leadership in RTI efforts shared with multiple staff including principals, teachers, and instructional assistants, and literacy coaches.

Assessment & Progress Monitoring

- Daily ongoing assessment and progress monitoring built in schedule.
- DIBELS:
 1. weekly progress monitoring - intensive
 2. every other week – strategic
 3. monthly – benchmark
- Data technician and data teams
- Student Success Process
- Star R/M Assessments.
- DIBELS
- AIMSWEB
- A-Z Benchmark
- DIBELS
- RIGBY PM Kits
- Curriculum align and common assessments
- Progress Monitoring and using data
- 3D reading and Math Acuity
- District-wide assessment calendar
- Wireless Generation & Acuity
- Swoop Groups
- Acuity
- 4 core areas
- 4x a year
- Dibles
- K (all students)
- 1st – all
- 2 – struggle readers
- 8 Step Process
- Assessments: ISTEP, STAR
- Mapping, power indicators
- Implementing in class, progress, monitoring, with specific interventions.
- Having kindergarten teachers who have been most trained (in progress monitoring) coach to help other grade levels implement.

Family, School, and Community Partnerships

- Big Brother/Big Sister Program
- Community Mentors

- FISH Philosophy (character Ed. Program)
- Communication of grades and progress
- PRIDE Committee
- Family: thrift store for families based on volunteer hours.
- Family literacy nights
- Buddy-Up for reading & math
- Business partners partner with us to PROCTOR (not administer) the ISTEP test.
- Family, etc.: including parents in attending participating in CPS/RTI meetings.
- Math Central tutor-n-enrichment rooms; run and staffed by parents
- Family, PTO, Celebrations of Excellence, Parent Volunteers.
- PACT – Parents and Children Together. Parents sit with their child during math/literacy lesson and learn how to support their child.
- Career Day
- Fine Arts night with visiting community artists.
- Breakfast at Timothy's
- Classroom news notes highlighting goal acquisition and samples of what accomplishment looks like.
- Family Math & Reading Nights: Partnership with local church through KIDS HOPE USA to provide mentors
- ISTEP workshop
- Learning Fairs for parents; “how to play/learn” at home.
- Parent Academy Training in Fort Wayne: team of principal, parent liaison, 1 parent and 1 from the community.
- Character Counts – district and community-wide.
- Individual teacher websites: expectations, contact information, materials needed, daily assignments.
- Service learning.

Scientifically Based Curricula, Instruction, and Intervention/Extensions

- Wilson Reading
- LLI
- Reading Recovery
- Read 180 – tier II
- Voyager Math – tier II
- Writing Across the Curriculum
- Voyager
- Reading Mastery Reading A-Z
- Inclusion Classes
- Core+ -Buitt in tier 2 for all students
- Dibels
- Curriculum aligned with state standards
- SRA
- Corrective Reading
- District Training for interventionists working in the building
- New literacy adoption being implemented this year. LIT was adopted based on best practice research.

- Science based: differentiated instruction, training and instructional audits on student engagement.
- Using lower grade, well trained assistants during specials, to help provide interventions in upper grades.
- Read 180